

SPECIFIC HANDBALL GAME MEANS' OPTIMIZATION TO FULFILL PHYSICAL EDUCATION AND SPORT'S OBJECTIVES IN THE 7TH GRADE

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Abstract

Due to the insufficient time granted to physical education in education planning, the 100 minutes of weekly cycle for a student with no skills or concerns, allowing to a small extend to fulfill some physiological and psychomotor effects really helpful for students throughout school and then, throughout life. Another reason to justify choosing this subject is the attempt to capitalize the entire potential of time had in school and out of school activity, enhancing motor potential of students and the material conditions the school has, with the goal of realizing a healthy education to accomplish physical education objectives. This activity helps to fulfill physical education objectives by high parameters of physical and motor development, framing various basic and specific skills, framing skills of independent practice of physical exercises, seeking in knowledge about game setup and rules.

Introduction

Since prehistory there are signs which attest the existence of physical exercises. Due to a small number of documents about what people did in that ancient times, anthropology and archeology revealed data that were completed after some observation on people and groups that where in an underdeveloped civilization stage until nowadays (Cercel P., Popescu L. 1998).

As mean of physical education, handball helps to learn some basic and specific motor skills and some specific technique and tactic knowledge (Mihăilă I. 2006).

Because it is a dynamic game, it requires players a big physical and mental effort. If it is practiced methodical and scientific, it contributes developing physical and mental, moral and volitional keeping and

strengthening practitioners' health. For these reasons, as a mean of physical education, handball game attends physical education classes in our country school since primary grades, where is played mini-handball and students are learning basic technical and tactical elements, assisted by different exercises and heading games all way to high school and further to academic education (Dragomir P., Scarlat E. 2004).

This paper work and study offers as evidence a variant that I propose to teach handball in gymnasium, by selecting specific handball play means whose purpose is to achieve physical education objectives. Putting teaching means into shape, in a didactic way that can be developed and improved, for me is certainly the main reason to self-improve and make teaching way in school better.

The study sets itself to acknowledge or disprove that the students who are playing handball in a systematic way at physical education classes or at sports tournament and activities have an increased physical development as well as morphological and dynamic higher parameters compared to other students at same age who don't practice this sport.

Material method

To realize the research I used bibliographical research, observation, pedagogical experiment, measuring and statistical and mathematical processing, graphic representation.

The research took place at sports field of Manolea Gymnasial School, in Forasti village. This sports field has the regulation shape for handball play, 40x20 meters and his surface is bituminous.

Result and discussions

Data obtained were mathematical and statistical analyzed, then were put into tables, thus I obtained a sub estimation of the main values. Due these tables 1 and 2, I translated and analyzed data obtained by subjects.

Nr crt	Name	Speed trial (seconds)	Long jump standing (meters)	Throwing of rounders (meters)	Endurance running 800m (minutes)	Dribbling shooting on goal (grade)
1	A.N.	<i>9.1</i>	<i>1.42</i>	<i>17</i>	<i>4.15</i>	<i>9</i>
2	D. D.	<i>9.8</i>	<i>1.25</i>	<i>15</i>	<i>4.29</i>	<i>7</i>
3	F.V.	<i>9.4</i>	<i>1.30</i>	<i>18</i>	<i>4.38</i>	<i>6</i>

4	M.A.	10.5	1.10	14	4.54	7
5	N.V.	9.6	1.15	18	4.21	8
6	P.I.	9.9	1.10	22	5.10	7
7	P.R.	9.2	1.55	21	4.35	8
8	P.P	9.1	1.50	20	4.25	9
9	T.A.	9.8	1.15	16	4.52	7
10	T.I.	9.9	1.30	20	4.46	7
11	T.B.	9.7	1.19	16	4.35	7
12	U.C.	10.1	1.20	14	4.58	6
13	U.P.	9.2	1.35	15	4.14	9
14	V.D.	9.7	1.25	14	4.44	8
X		9,64	1,27	17,14	4,41	7,5
S		0,408	0,141	2,741	0,242	1,019
C.V. (%)		0,167	0,200	7,514	0,058	1,038

Table 1 Initial test

Nr crt	Name	Speed trial (seconds)	Long jump standing (meters)	Throwing of rounders (meters)	Endurance running 800m (minutes)	Dribbling shooting on goal (grade)
1	A.N.	8.8	1.50	19	3.54	10
2	D. D.	9.2	1.20	18	4.12	9
3	F.V.	8.9	1.45	20	4.21	8
4	M.A.	10.2	1.15	16	4.10	9
5	N.V.	9.3	1.25	22	3.53	10
6	P.I.	9.8	1.30	28	4.40	8
7	P.R.	8.7	1.75	25	3.52	10
8	P.P	8.9	1.70	23	3.55	10
9	T.A.	9.3	1.30	18	4.30	8
10	T.I.	9.6	1.35	23	4.10	8
11	T.B.	9.1	1.28	19	4.10	9
12	U.C.	9.3	1.35	17	4.20	8
13	U.P.	8.8	1.45	18	3.50	10

14	V.D.	9.2	1.35	18	4.10	10
	X	9,22	1,38	20,28	3,94	9,07
	S	0,420	0,173	3,459	0,335	0,916
	C.V. (%)	0,177	0,030	11,758	0,112	0,840

Table 2 Final test

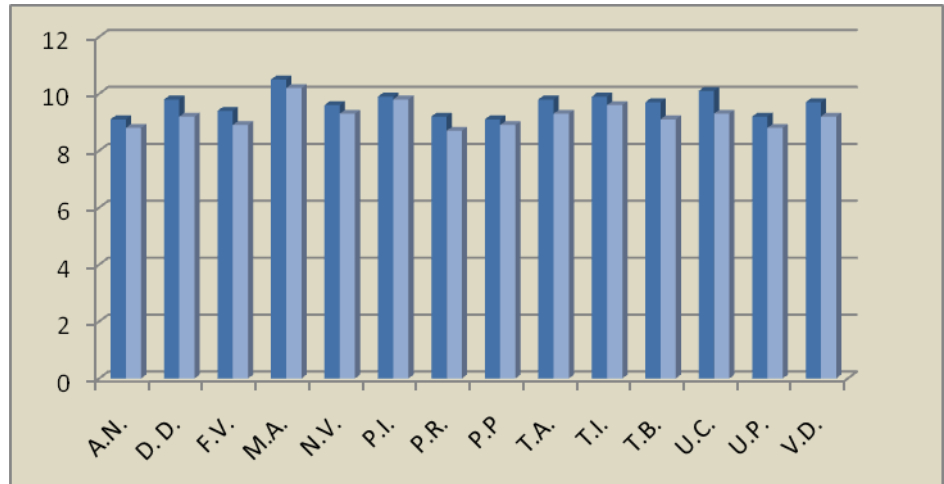


Figure 1. Speed trial

Trial 1 is considered the high performance in speed trials and the experimental group scored a 0,42 hundredth o a second progress. The increase between two trials is not a big one to al 14th subjects, but all of them progressed (figure 1).

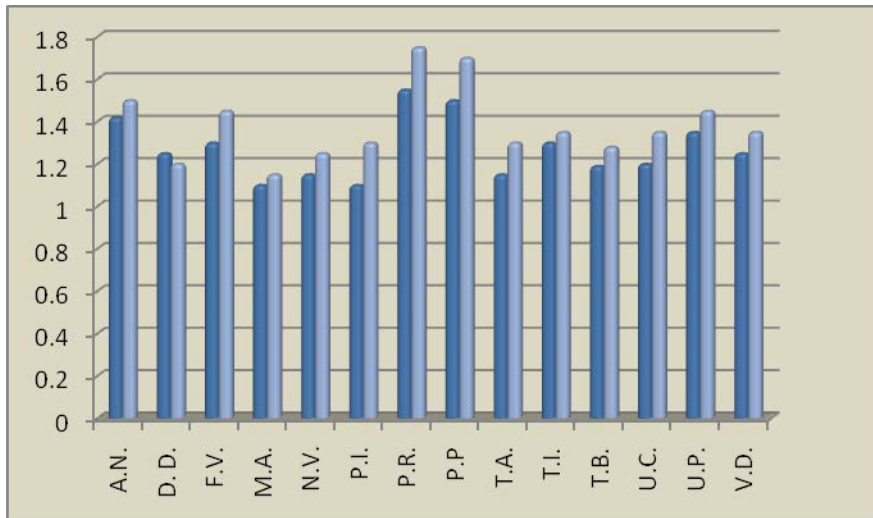


Figure 2. Standing long jump

Trial 2 – measure the muscle of lower limbs, at final trial experimental group scored a 11 meters progress. At this trial increased data was clear. P.R. and P.P. had the longest jumps and all students had great progress (figure 2).



Figure 3. Throwing of rounders

Trial 3 – tests the muscle of upper limbs and not only. Experimental group made an entry of 3,14 meters progress to final tial compared to initial one. This trial gives chase to the level of development of upper musculature. The greatest progress had P.I., whose throw grew up to 6 meters, ending to 28 meters (figure 3).

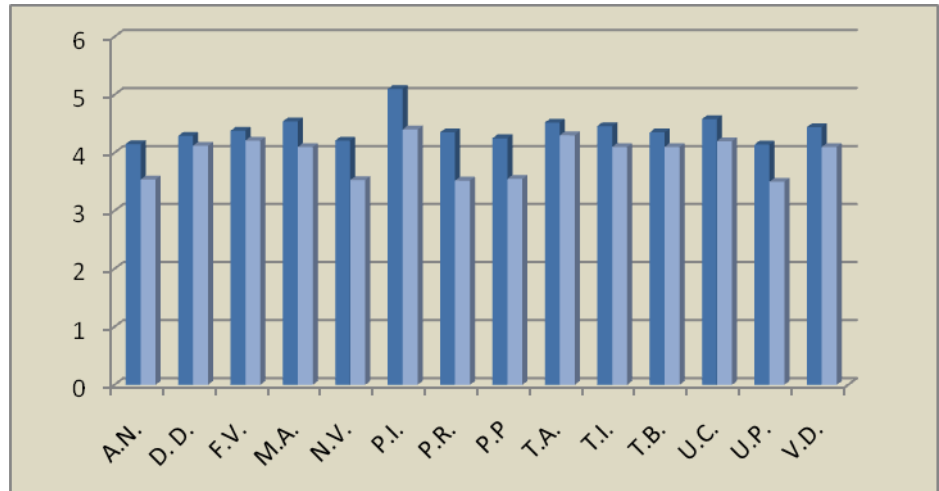


Figure 4. Endurance running

Trial 4 – Endurance trial. Experimental group made an entry of 0,47 seconds progress. This trial also highlights the increase between the tests. Although is not most loved test, the students answered in a positive way to requirements. The most important progress had N.V. with 24 seconds (figure 4).

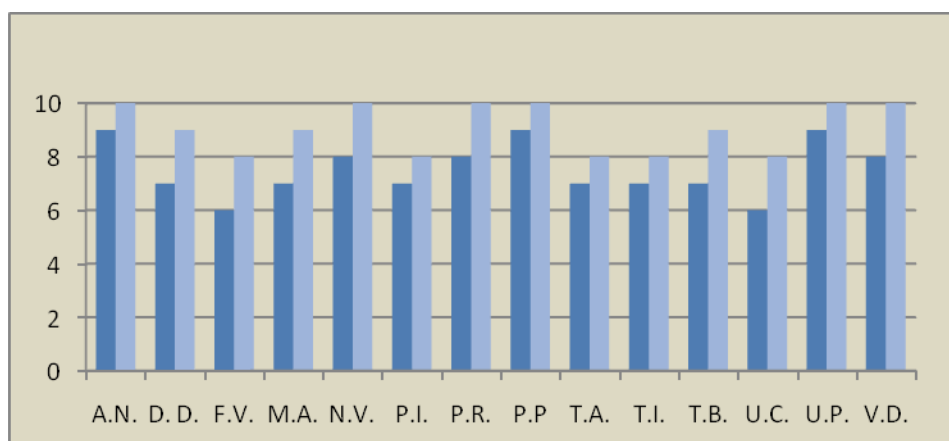


Figure 5. Dribbling shooting at the gate

Trial 5 – Specific for handball game. The experimental group obtained grades with 1,57 higher to final test compared to the initial one. The last trail highlights the greatest progress: while at the first test the biggest mark was 9 and three students obtained it, at the final test four students obtained the maximum grade (figure 5).

Conclusions

After this experiment deployed during classes, it stood out in relief the actuating and somatic parameters.

This activity helps to fulfill physical education objectives by high parameters of physical and motor development, framing various basic and specific skills, framing skills of independent practice of physical exercises, seeking in knowledge about game setup and rules.

As conclusions, as much time as we give practicing sports, the results will be, of course, bigger.

References

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**OPTIMIZAREA MIJLOACELOR SPECIFICE JOCULUI DE
HANDBAL ÎN VEDEREA ÎNDEPLINIRII OBIECTIVELOR
EDUCAȚIEI FIZICE ȘI SPORTULUI ȘCOLAR LA NIVELUL
CLASEI a VII-a**

Rezumat

Având în vedere timpul insuficient acordat educației fizice în planul de învățământ, cele 100 de minute din ciclul săptămânal pentru un elev ce nu are mari aptitudini și preocupări, iar acest lucru permite într-o foarte mică măsură la îndeplinirea unor efecte fiziologice și psihomotrice, de care au foarte mare nevoie elevii în timpul școlii, iar mai apoi pe tot parcursul vieții. Un alt motiv în alegerea făcută este încercarea de a valorifica întregul potențial al timpului avut în activitatea didactică școlară și extrașcolară, prin valorificarea potențialului motric al elevilor și a condițiilor materiale de care dispune unitatea de învățământ, cu scopul de a realiza o educație sănătoasă în vederea îndeplinirii obiectivelor educației fizice. Această activitate ajută la îndeplinirea obiectivelor educației fizice prin parametrii mari ai dezvoltării fizice și motorii, încadrarea diverselor abilități de bază și specifice în practica independentă a exercițiilor fizice și prin căutarea cunoștințelor despre caracteristicile și regulile jocului.

Cuvinte cheie: handbal, mijloace, obiective, educație fizică